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THE ELEMENTARY ENGLISH REVIEW

VOLUME II

SEPTEMBER 1925

No. 7

REORGANIZING THE COURSE OF STUDY IN ENGLISH

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The University of Chicago

THE PURPOSE of the training in English is to develop *skill* in the use of a good type of English language. Under usual conditions it is not possible to develop skill in the uses of the language without some knowledge of the language itself. Any such information is auxiliary to the process of developing skill.

Except as a knowledge of the characteristics of the mother-tongue assists one to facility and correctness in his actual uses of English, the information appears to be of little or no service. The language in its normal setting is a vehicle of thought and expression which to most persons are so much more important and interesting than the vehicle that there is no particular appeal in the language itself. That it be a serviceable vehicle is all that they ask.

In the training, language is not primarily a thing to be taught; it is rather a thing to be *used* with care and watchfulness until it can be used well enough for one's life's purposes. It is primarily a thing to be practised; not a thing to be studied.

In certain aspects of the language, naturally there must be a certain amount of careful study to acquire information needed to guide one's efforts in practise for skill. This study will relate itself to

those matters of language in which there is a discovered tendency to go wrong. It is generally agreed at present that we should give attention primarily to those grammatical matters where mistakes are made. For the generality of the population in the elementary school, the grammar will attempt nothing more. For the spelling, we are coming to think that the training for information should be primarily on those particular words that are misspelled. For normal American children these are relatively few, and include only the words which they currently use in their writing. The informational side of the English training will therefore deal in the main with developing that information that is needed by an individual if he is to be watchful in preventing errors in his own uses of the language.

The large problem of curriculum-making in this field is arranging opportunities for practice where the situation awakens in the pupil a watchfulness over his own English and a desire to use the best English of which he is capable. If he can secure enough practise, under conditions where he is greatly desirous to use good English, then the English-training problem for him is solved.

In considering this matter of practice it

must be borne in mind that the pupil is actually using English from ten to fifteen hours each day. He uses it in his oral and written communications to others; in receiving communications from others orally, in print, and in writing. And when not using the language in communication, he is using it as an *instrument of his thinking*. In his planning, thinking over things, resolving, recalling the interesting incidents and conversations of yesterday, reminiscing, day-dreaming, etc., a major vehicle of his thought is his language. It sometimes becomes so prominent a factor in his thinking that it breaks through into actual speech, and, as we phrase it, he "talks to himself." Naturally he is not talking to anybody; he is merely thinking with the language-vehicle showing itself more prominently than usual.

One's language habits take the forms in which the practice occurs. If for the ten or fifteen hours, during which he is using language each day, he is satisfied with whatever language comes to mind, has no desire to improve it in any particular, and has therefore no motive for watchfulness, the only thing that can possibly occur is the further fixing of his existing habits. Let the school force upon him as much grammar and other linguistic information as he can be induced or forced to take, these remain functionless, and merely evaporate. The teaching is wasted. Let the teacher be watchful of his oral language in the two to five minutes per day permitted him in class on an average, and let her spend two or three minutes per day in checking up his written expression,—all this is such a minor amount of practice in watchfulness, and so much not his own, that it is wholly ineffective to prevent the crystallization of habits through the other ninety-nine per cent of his daily use of the English which is unsupervised.

In the usual English training, teachers prefer not to look at the preponderant role

of one's ten or fifteen hours of daily English practise in the formation of one's English habits. It simplifies their program enormously merely to give the pupil certain technical information relative to the language and to hold him to as good a type of expression as practicable in the two to five minutes per day that he actually talks in the teacher's presence. It is not pleasant to them to contemplate that most of the good results of this labor are so completely swept away, so far as the formation of habits is concerned, by that vastly larger amount of practise in the use of English which is not under their direction and which they do not recognize as one of their responsibilities.

The problem is not to be solved through the teachers' merely dealing with the technical details of the English. It is to be solved only through making the pupil desirous of using good English and through awakening a watchfulness on his part by way of avoiding errors of all sorts. If he can be brought to this condition of mind, then the necessary technical information can be taught easily and made fruitful. And also the assistance of the teacher in pointing out shortcomings in his English will serve to reinforce his own watchfulness. But except as we develop the *state of mind* necessary for self-direction in watchfulness, the painful efforts of the teacher are but futile.

What are the educational procedures to be employed in awakening a desire on the part of the pupils to use good English, and to develop an alertness of mind in watchfulness against errors? Let these procedures be formulated, and we shall then be ready to reorganize the courses of training for skill in the use of English. Until such time, we are unable to proceed in the proper formulation of our curriculum in this field.

Our profession must come to realize the necessity of taking in hand the ten or fif-

teen hours of actual uses of English by students and of so guiding and directing these actual uses that they form the habits at which we are aiming. Whatever else we may aim at in our training courses, it is the persistent employment of language that determines, fundamentally, habits in writing or talking. However much we may spend our time on other things in the classroom, these constant uses of speech are fixing language habits. Until we are able so to condition these uses of English that they are guided into proper channels,

we shall be either evading or mistaking our real responsibility.

The problem of curriculum-making in this field is not one of reorganizing the courses of study in English; it is rather one of reorganizing and redirecting the experiences in the uses of English on the part of the rising generation. They require an abundance of practice guided by a desire for English as nearly flawless as practicable. It is a system of training that is needed rather than a course of study.

THOUGHT AND ACTION IN COMPOSITION

Editor's Note:—

The editorial reprinted below from the *New York Times* gives teachers a forceful statement concerning the need for more uniform laws regulating the hunting of wild ducks in different states.

Children in school today have little direct relation to this problem, but their attitude in the future will be largely influenced by the opportunities that they now have to discuss intelligently facts concerning the conservation of wild animal life.

Few subjects are so deeply interesting to children as the migration of birds. The season is right for wholesome discussion. Direct observation and experience can be abundantly supplemented by magazine and newspaper articles and stories. The children need only be guided judiciously by the teacher to make the most of the situation.

EXTERMINATING DUCKS

Editorial in the New York Times, Sept. 14, 1924

THE OPENING of the hunting season in various parts of the country calls attention again to the need of further limitation of bags. Great as has been the gain in game conservation, further restrictions are necessary. The danger of complete annihilation is greater each year. The increase in the number of licenses alone proves this. Receipts from the sale of hunting permits in New York State show an increase of 32 per cent during the last two years. Similar increases are reported elsewhere. This can only mean that the number of hunters is getting larger each year. When to this fact is added the ease of transportation through the wide use of automobiles, making it possible for hunters in an hour to reach grounds which formerly were a half day's journey away, it

is clear that the country's capacity for game destruction is greater than ever.

What is the remedy? To limit licenses, or, by raising the cost, to eliminate persons of small means, is obviously unfair and impracticable. The alternative is to cut down the bags, and at the same time to shorten the season. New York permits every hunter to take twenty-five ducks a day. Inasmuch as the season up-State runs for about 100 days and on Long Island for about 75, it is clear that the potential destruction is enormous, running into tens and hundreds of millions per season. While it is true that no hunter gets his limit every day, it is obvious that the annual slaughter must nevertheless be excessive. New Jersey, Connecticut and Pennsylvania all have a bag limit of twenty-five ducks a day. A few other States have less.

(Continued on page 239)

HOW THE COMMUNITY CHEST FURNISHED AN ENGLISH OPPORTUNITY

FLORA NETTLEMAN

Supervisor of Intermediate Grades, Toledo Public Schools, Toledo, Ohio

THERE IS a constant demand from our teachers for English situations that have worth while life contacts, situations that furnish the pupils with a live issue to discuss and an audience interested in the message. The Toledo Community Chest provided our schools with such an opportunity this year when the executive committee asked us to aid in getting out a booklet for their annual campaign. (The Community Chest is in charge of a committee of our leading citizens who apportion the funds subscribed by the people among the various charitable organizations of the city.)

Early in April, thirty-five of our 4th, 5th and 6th grade classes in the Toledo Public and Parochial Schools were asked to visit and write up the work of one of the institutions supported by the Community Chest. Before going, each class listed the things they wished to know about the organization and what they thought other people would like to know. The visit was made during school hours either by the entire class or by a committee chosen and instructed by the class. The next day, as a regular part of their English work, they told in stories, pictures and problems what they had seen. No attempt was made to impose an adult view point upon the children. They were encouraged to write what they saw, to tell why they thought

that particular charity worthy of our support. Many of the classes felt they could put their message across better if they illustrated their reports with free hand drawings. To increase the interest in reading, most of the classes added a comprehension test. A variety of tests was used, each class using the kind of test they thought best suited to the material.

The teachers tried "to keep out of the picture." The result was a forty-page booklet of illustrated stories and problems. The accounts reflected the naive, sincere interest children have in what is around them. There are many amusing and human statements made. One class reported that at the Old Ladies' Home "they all seemed to like us as our own grandmothers do and one lady even wanted to give Betty her fan." The class that visited the Social Service Federation wrote that "a doctor examines the babies and removes all defects," which was quite an ad for the doctors. A fifth grade said that in the Luella Cummings Home "the girls are allowed many liberties, such as buying their own clothes and going to any church they wish," which might be described as a "wild life." Another group, a fourth grade, wrote they "saw some dumb bells in one of the rooms," a statement true of many other places.

The following are some samples of the reports given in the book.

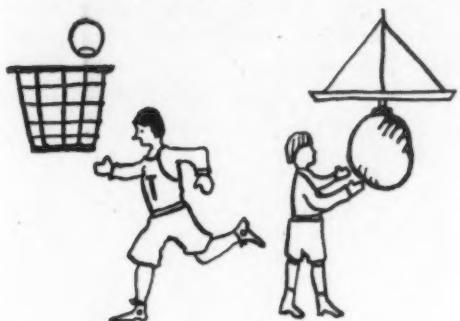
North Toledo Community House

HAVE you ever visited the North Toledo Community House? We have. When we were there the mothers were having their weekly club meeting. Some were playing games and others were getting a lunch ready. On the other three meeting days they make quilts which they sell.

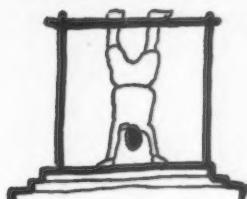
The North Toledo Community House is one of the places in the North End

where the children enjoy themselves. The girls have classes in cooking, sewing and dancing. The boys play games, especially basket-ball. Some of the boys in our class say that they need new boxing gloves as the ones they have are torn. One of the girls said she wished they had an automobile game and some of the boys would like a Spark Plug game. Besides this they need additional rooms. On a winter evening there are sometimes seventy or eighty children reading books, working puzzles and playing games in a room not as large as our school room. We all hope some day to be able to say to our friends, "Let us go swimming at the Community House pool tonight."

As most of the money used by the Community House comes from the Community Chest we must try to fill up the Chest so that the children may have the things they wish.



TOLEDO COMMUNITY CENTER HELPED BY THE COMMUNITY CHEST



See how quickly you can choose the right ending for the following sentences:

- 1—We visited the—
a—Community House
b—Erie School
c—Lagrange School
- 2—When we were there the mothers were—
a—having a dancing lesson
b—having a lunch
c—sewing
- 5—The girls have classes in—
a—reading
b—cooking
c—writing
- 6—The boys—
a—sew
b—cook
c—play games
- 3—On the other three days the mothers make
a—dresses
b—baskets
c—quilts
- 4—The Community House is in—
a—The South End
b—The East End
c—The North End
d—The West End
- 7—One of the girls said she wished they had—
a—a punching bag
b—an automobile race
c—boxing gloves
- 8—We should try to fill—
a—the basket
b—the box
c—the Community Chest.

Chase School, Fourth Grade.

Community Chest Problems for You to Solve

- 1—Our class visited the Travelers' Aid desk at the Union Station. We found that 17,064 persons were helped by this society last year. What was the average number helped each month?
- 2—Each child in our room wishes to give 10 cents toward the Community Chest. There are 10 boys and twice as many girls. How much money will we have?
- 3—For one woman that arrived at the Union Station without funds a telegram costing 68 cents was sent; a ticket costing \$2.35 was purchased, and two meals at 30 cents each were paid for. How much money was spent?

4—A telegram came to the Travelers' Aid saying Mary would leave Detroit at 2:20 P. M. If it takes 2 hours and 10 minutes to make the trip, at what time should they meet her?

5—A boy earns \$1.50 a week selling papers. If he gives one-fifth of his earnings for a month to the Community Chest, how much does he give?

Arlington School, Fourth Grade.

Mary's mother received \$3.00 a day for doing housework. If it cost her 10 cents a day to leave Mary at the Toledo City Mission, and 20 cents a day car fare, how much does she have left out of each day's wages?

1—Does the problem tell where Mary's mother worked?

2—If Mary's mother worked five days a week would she earn \$15?

3—Does the problem say that the Community Chest helps take care of Mary?

4—Does the problem ask how much Mary's mother has left out of her day's wages?

5—Which of the following is the most reasonable answer?

1 \$3.30	2 \$0.30	3 \$6.00	4 \$2.70
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Arlington School, Fifth Grade.

Flower Hospital

"Sometimes we want to express a thing badly—and we do"

—Geo. W. Stevens.

We need
money
And need it bad
That is
We need it now, 'tis said
We do
Not know
Just what you'd like
But we need
Money
The guns to spike
Of those

Who laugh
And wink a wink
At what
We think
We think, we think
A score of different ways
there are,
Of bringing money from afar
If you will help
The Community Chest
That, you know
Will be the best.

Toledo Dental Dispensary

HERE people who can't afford to go to a regular dentist may come and have their teeth fixed. They pay a small amount if they can. If they haven't any money the dentist fixes their teeth free. Nobody has to suffer with toothache any more. Two-thirds of their work is done for children. Three dentists work here. One is there all the time, and the other two, part of the time. You may visit them at 572 Ontario Street. Aren't you glad that poor people don't have to have a toothache?



No. Right.....Time.....

1—Why do people go to the Dental Dispensary?

2—How much do they charge?

3—How many dentists work there?

4—Are you glad there is a place like this?

Lagrange School, Sixth Grade.

The Community Chest paid for the printing out of its publicity fund. Each child in grades 4, 5, 6, 7 and 8 was furnished with a copy of the book. This was used as regular reading material in the Public and Parochial Schools during the week of the campaign. The children enjoyed reading about a community enterprise. Later in the week the books were taken home. The parents were interested, their children had written the stories, had drawn the pictures, had taken the tests

following each article. The teacher had helped in a live local issue, had had an unusual opportunity for English work, had had extra reading material that was simple and interesting. The enterprise was financed by an outside interest, so the "Educational Powers That Be" were pleased. The Community Chest people were delighted because the schools gave forty percent more than the budget assigned them. In short, every one was happy.

THOUGHT AND ACTION IN COMPOSITION

(Continued from page 235)

There is no reason why the bag limit on all game birds should not be materially cut down. Ten or even five ducks a day should be considered plenty by all good sportsmen. Furthermore, the season should be shortened. Closed seasons for a period of years have worked successfully in the case of various disappearing species of game. There is no reason why the shortened season cannot be applied with equal success in the case of wild fowl.

Probably the greatest single political complication in obtaining the desired results lies in the lack of uniformity of game laws throughout the country. Such details as fixing bag limits are still in the hands of

individual States. It is clear that if New York and New Jersey, for example, limit the bag of ducks to ten a day, and Connecticut permits twenty-five, the result would be unfortunate. Each State, of course, is loath to surrender its prerogatives and shies at cooperation. It is probable, however, that by virtue of the same power which brought about the migratory bird treaty with Canada it will be possible ultimately to regulate throughout the country this most important item of conservation. Unless it is done soon, the danger that ducks and other game birds may go the way of the buffalo will become acute.

THE RULES OF THE GAME

FREDERICK S. CAMP

Supervisor of Elementary Education, Connecticut State Board of Education

ENGLISH in the grades presents not a problem, but problems—problems of *what to teach* for the curriculum maker, problems of *how to teach* for the teacher.

Certain of these problems, as for instance those centering about “technical grammar” whatever that may mean, have sometimes been attacked with more acerbity than sweetness and light. Teachers have, historically, felt strongly concerning the “what” and “how” of English teaching. Partizanship has been rampant. Convictions have been fought for. Hear for instance, old Thomas Eliot, seventeenth century: “Grammar mortifyeth the courage.”

This ancient characteristic is a peculiarly healthful one—peculiar, because English evidently is a subject that is revered by its students. It arouses convictions. The English teacher feels that his reasoned opinions are worth fighting for. On the other hand, who can fight over $2 + 2 = 4$? Imagine $\pi d = C$ as a shibboleth.

It is a healthful characteristic because it implies the existence of conditions of change and of growth. Times change. Philosophy rolls along in waves—going, coming, reverting, advancing—optimism and pessimism, liberalism and conservatism, materialism and spiritual values, fundamentalism and modernism. And men have always fought over such things.

Would there be any Battles of English today if our language customs were static? As long as English grows—and may it ever—students and teachers will dispute. What’s the fun of teaching matter that is irrevocably fixed anyway?

But the combat should be fought accord-

ing to modern rules. Considering only the “what to teach” in the grades, what are to be the determining factors? What criteria of selection shall the course of study maker use? We have been told by Prof. Charters, who ought to know, that “The English curriculum is the result of generations of amorphous tinkering.” If “amorphous” there has been no form—no rules of the game. What, then, should be the rules of the game?

All public school activities must be justified upon the grounds of public purpose and intent. The purpose and intent of public education—many times enunciated, sometimes forgotten, though quite well understood for a century and a half—is the perpetuation of our American ideals. Those ideals have been ably re-indicated to us: the abundant life, liberty, a chance to be happy and to seek happiness, justice, toleration and peace. Curriculum suggestions that cannot be justified in terms of one or more of those ideals cannot reasonably expect public support. “Not my will, but thy will, O America, be done” is, therefore, the first rule of the English teacher.

Everyone is either a teacher of English or a perverter of English. Everyone is a learner of some kind of speech medium or an acquirer of some kind of speech habit. Fortunate indeed is the one who is exposed to pure and undefiled English. No one always is. The triteness of all this is apparent. It explains the truth of the oft-repeated statement that “English is caught, not taught”.

No matter what our vocation, our environment, our material desires and enterprises, or our higher hopes and ideals, we think and talk, write, read and hear in

terms of the vernacular which we hope is, and strive to make, English. English is the cement which binds our conscious life into one common mass of social relationship. English is far and away the most social term in the school curriculum.

The second great rule for the English teacher is, therefore, always to remember that he is a resident home missionary and settlement worker in the slums of perverted speech habit; that every utterance and every penned line is an act of spreading a certain amount of social cement. "Self Cultivation in English" is the social duty of every teacher.

The practical teacher needs to consider much more than this hortative advice. How may he determine what details of the tremendous field of English are actually socially needful to the perpetuation of our American ideals? English may mean many things in detail. (1) What details are socially needful? (2) What will enrich and widen experience toward the development of serviceable, unselfish character?

This first may, in a measure, be ascertained by a kind of sociological job analysis and through educational experience. A determination of these details offers fewer pitfalls than an attempt to ascertain the character-making details. Let us consider the first category.

English material in the schools should consider "the immediate and future needs, objectively determined as far as possible, of children as social units". Waiving the scientific method of determining the question, we may safely say that in the light of experience and common sense, the following skills and arts include the socially needful activities:

1. Oral composition
2. Reading
3. Written composition, including correct spelling and legible writing.

Of these three, Oral English is probably most important, socially considered.

One must be able to make his wants known and to understand the speech of his fellows.

In this connection, it would be interesting to examine the forty-six "Guiding Principles" of Bobbitt as listed by Charters in the Third Year Book of the Department of Superintendence, N. E. A. Of the forty-six principles that should govern in making an English course of study, only fourteen treat *solely* of written English.

"We learn by doing" and we "do" oral English all the time. We—that is, the little kindergarten child and the college post-graduate, the unskilled laborer and the Frank Cobbs, the newly arrived immigrant and the native-born product of ten American generations—we learn our oral English by our "doing" of oral English with very little conscious, directed teaching on the part of anyone.

Is it not, then, almost fatuous to say that anyone can teach oral English in the same sense that he teaches mathematics or science or the correct forms of written English?

There is, therefore, little that can be said concerning the "what" of Oral English that may be taught; but there is a wide world of material concerning the "what" of Oral English that may be learned.

This leads us to the consideration of two great thoughts for the English teacher:

1. The first duty of the teacher is to suggest as full, varied and rich an amount of worth-while material for the pupil to think about as he possibly can. What he thinks about he will talk about. He thinks a great deal about the interesting projects, activities and ambitions that center about his out of school life. The English teacher's job is to get into sympathetic and more or less intimate touch with the lives of his students—to know, to feel and to appreciate youth and childhood as it lives its life from day to day. Every oral English teacher should be a dean of the fac-

ulty, for the real subject matter of Oral English—the "what" to teach—comes primarily from the pupils themselves.

2. The second and more important duty of the Oral English teacher is to revere the English language and, so far as possible, to cultivate reverence for the language on the part of pupils. Professor R. W. Brown in his "How the French Boy Learns to Write"** cites cases that well illustrate our lamentable lack of conscience, of a sense of tradition and of reverence for our language as contrasted with the respect the French people have for their language. "If a French boy *thinks* and writes poorly, he is looked upon as an unfortunate who deserves either pity or contempt. If, on the other hand, he is able to think and write skillfully, he is held in great honor by his teacher *and by his classmates.*" And again, "We (Americans) must do more toward developing a literary conscience, and we must fortify it by making our schools contribute directly and continuously to its sensitiveness and its strength."

Following is a paragraph from an essay by a foreign-born school girl of Elizabeth, New Jersey: "What is the duty of the foreign-born American citizen? First, to learn the English language *and to prefer it* to all other tongues on the face of the earth. It is the vessel in which American freedom is carried. It is the language of Washington, Webster and Lincoln, the incomparable free men."

There is the lesson of Oral English, given to us vaunted teachers of English by an *American* school girl; English, "the vessel in which American freedom is carried."

Reverence and respect for that sacred vessel—an English conscience: these objectives of the teacher are of tremendous importance; and they may best be attained by the pupil's exercise of thought upon the genuine interests of his life, dis-

turbed as little as possible by extrinsic, schoolish and artificial considerations too often imposed by the stereotypes of traditional teaching.

Reading is not only a socially needful skill. It is the school activity that most directly serves as a means for the enrichment and widening of experience toward the development of serviceable character. Inasmuch then as it must be considered in this dual aspect, there are two categories of study and judgment to be exercised by the teacher.

1. Reading as a socially needful skill demands of the teacher a consideration of

- a. The mechanics and technique of reading
- b. The material of reading that is "socially needful"—e.g. information that is socially needful
- c. The conditions of and occasion for necessary reading
- d. Means for teaching how to study
- e. The teaching of the use of books as tools.

2. On the other hand, reading for the enrichment and widening of experience demands of the teacher a consideration of

- a. Material that will serve this purpose as distinct from the "socially needful information" purpose. He must subordinate his subjective opinions of what he thinks the child *ought* to read, to the more or less objective conclusions to be drawn from
 - i. Variability of his pupils' environment
 - ii. Variability of their tastes
 - iii. Stages of children's interests, sympathies and moral outlook
- b. Methods of teaching that will best serve to point out the characteristic enriching aspects of good literature
- c. Means of creating permanent interests in good reading and of rais-

* Harvard University Press, 1915.

ing the general level of reading tastes

- d. Inducements to diversify the reading fields
- e. The place that social (group) activities have in the appreciation of good reading—i.e. the place and purpose of oral reading and discussion of selections in classroom procedure.

Here then are ten points for the consideration of the teacher of reading. The reader can offer ten more. The Twenty-fourth Year Book has. The practical conclusion of all this suggests further "rules of the game" for determining *what* to do in the matter of reading:

First—The Reading teacher should have a definite predominating purpose in the conduct of each exercise. Merely to timetable or plan under such captions as "silent reading" or "study of the Fringed Gentian" does not suggest any predominating reading purpose. To program such items as

- a. "Study—intensive silent reading—coffee growing"
- b. "Mechanics—diagnosis and remedy"
- c. "Oral English—reports on outside (group or individual) reading"
- etc. does suggest a predominating reading purpose.

Second—Instruction is expert *guidance* in carrying on the *children's* activities. The teacher's second rule, therefore, is not to become commander and autocrat prescribing supposedly useful material for reading. He himself should be guided. Adult judgment in such matters is too frequently fallible.

As the game of teaching English varies—oral and written composition, reading, spelling—so the rules vary. There are rules of the game of teaching spelling for instance; e.g. when you are working for an enlarged vocabulary you are not teaching spelling; and when you teach spelling you should not select words that have not yet been completely accepted into the child's family of verbal friends.

There are many rules for teaching grammar, but this game has so many variations that we can agree upon few common rules. (The rule of many is simply "don't play that game at all".)

But all the rules of the game of English teaching are included in this: Do not teach all the old and conventional matter merely because it is old and conventional. And, for the same reason, don't throw it over. Use the old Quintilian rule if you are a Pagan: "In words as fashions the same rule will hold", etc., and if you are a Pauline Christian, "Prove all things."

USING THE HOME EXPERIENCES OF FOREIGN CHILDREN IN AN A3 RETARDED GROUP

ESTHER MARIE SOLOMON

Soto Street School, Los Angeles, California

ONE TEACHER in a foreign school has carried out this plan in an attempt to use the foreign experiences of her over-age retarded children and their parents. Many of these parents speak only a foreign language and the children have a more or less limited amount of English.

Upon making a survey, the teacher found at least twelve different nationalities in her group. This explained in a measure why the children not only had so much difficulty with oral English but why they could not feel more at home with each other.

She felt that she must find some of the common experiences of these children and use the discussion of such experiences as a basis for the oral and written English. She asked the children to tell one another about the lands from which they and their parents had come, to show one another how these lands and the ways of the people differed. They could then see what changes would be needed for life in America. She asked the group to talk with their parents, to find out all the parents could tell about their foreign country and customs, and to be ready each day to talk these things over in school with one another.

The idea worked most satisfactorily. Because a child had something to say and felt he was better informed on the topic than was his audience, he soon lost all self-consciousness.

Genuine interest was shown by parents as well as by children. The teacher soon had a collection of facts on foreign lands written by the parents oftentimes in their own language. With the help of the chil-

dren, these facts were read and discussed. Comparisons of life in other countries were made with the life and customs in the United States. Common experiences were discussed. The children learned many English words and phrases synonymous with those which expressed every day and community happenings of foreign countries.

For instance, it was found that all countries have carpenters, engineers, teamsters, teachers, and so on. It was also discovered that a ruler may be a king, an emperor, or a president. Each country has laws and many of these laws are the same. But the fact constantly kept before the children by the teacher was that no matter to what country you go, a person cannot keep the laws, become a good worker, or enjoy what that country has to offer until he has learned the customs of the new country and the language of its people. Only in doing these things does one become a good citizen of the new country.

The teacher secured much interesting material. She has had the children's compositions typed for use as reading stories. Pictures were made or found to go with each story. The written contributions of the foreign parents were full of first-hand information which could be worked over by her into reading materials.

The following stories are illustrative of what various children contributed after consultation with their parents. Each story describes conditions of the country from which the writer came.

Mexico

The people of Mexico live more by

themselves than the people of the United States. There are only a few who work for wages. Most of the families support themselves by planting small gardens and by raising their own stock and poultry.

Some of the men are miners, others are hunters, others ranchers, and others fishermen. The forests are plentiful. They have many trees, some making very fine lumber and others making lumber that is not so good.

There are many kinds of birds—parrots, guacomallas—like a parrot but larger—mocking birds, peacocks, canaries, and many others. Also there are reindeer and wild hogs—an animal like a wild boar. They also have bees and beehives.

The houses are made of all kinds of materials. Some of the people have gardens, some have sugar mills. Others have rice in their gardens. Others tame wild horses. Ladies also ride horseback. Some of the men work on the roads, others are blacksmiths, carpenters, firemen, or engineers on trains, teamsters, or builders of brick or adobe houses.

David Acosta, A3.

Russia

In Russia people do not have so much to eat. In winter it is cold and there is snow on the ground. They have many sheep and cows and horses. They do not have stores near by.

We used to live in a little house. It had just two or three rooms in it.

On Sunday they go to church. They dress up all in white. They did not have short hair in those days but they always had it long. There were no street cars. They had no electric lights. There was no water inside the house. They had to pump their water. There were no schools for the

children to go to. There were no pretty books to look at or pictures. There was no gas. They had to use feathers from chickens or turkeys for pens to write with. There were no shows to go to.

Everybody in Russia was brave, if they fell down they don't care. They have many pretty birds in Russia. There were no washing machines or any laundries to send their clothes to get washed. There are many wild chickens. There are pigeons, too. They grow lots of wheat. They have ducks.

Fannie Chernekoff, A3.

Russia

In Russia the people are very poor and cold. There is snow three feet deep. The people who were bad people killed some other people that were good people. All the poor people have rags for clothing. Some houses were burned down and the people have no homes. Some people have nothing to eat so they die. They killed some little girls and boys, and little babies are killed too.

There is a Russian school there. The people do not bathe much. They have to work very hard to get something to eat. Some people can talk like other Russians do but some have to learn to talk in Russian.

They have birds, cats, and dogs. The thing they do not have is food, clothing, and homes. It is a country where many of the children are cold and poor. We have to send paper and pencils to Russia. We send some of the clothing for them.

They have no floors but ground in their homes. The people take some wood from trees and make tables and chairs. Some people have to eat on the floor. They have no tables. They have no beds; they have to sleep on

the floor. They have no pictures and no flowers outside.

Vera Kobseff, A3.

Ukrania

The Ukrainian people live far away from Los Angeles. The men wear white shirts and black hats. They wear high boots and short pants. On holidays they wear a bright colored scarf tied around the waist with a big bow at the side and also a jacket or coat embroidered in bright colors. The women wear colored dresses with black or colored aprons.

They have straw houses. They put four poles down for the four corners. Then they build with straw. The inside of the house is finished with a white plaster. The children work very hard and they obey their mothers. The boys work very hard. They help to thresh the corn and wheat. They hit it with two sticks until the corn or wheat comes out. They bring home the cows and horses. The mothers milk the cows. When the men go to town to buy shoes and other things they carry knapsacks on their backs.

They put the things that they buy in the knapsacks and carry them home. They have to walk a long way to town. They do not ride horses because there is no road. The men have to walk through the woods.

Sometimes the men and women have no money and cannot buy shoes to wear. They have different money than we have. Ukrainian children have to walk far away from home to school. They have men teachers who are very strict. The children who are five years old have to go to school. Sometimes the children come home late at night and there will be wolves. The wolves will eat men and women and children too. Foxes come near the houses and eat chickens and sheep. Sometimes a fox will climb by the window and howl. The men kill the foxes and wolves. There are wild oxen and wild black pigs in the woods near the houses. One day when my grandmother was a little girl she was watching the sheep when a wolf came. She was afraid and ran to get her father. When they came back the wolf had killed three sheep.

William Boruk, A3.

TO AN EPICUREAN

Frederick Herbert Adler

WHO trades for fleeting joys of earth
 (As cap and bells, and tinsel show)
 True wisdom of eternal worth,
 He has, indeed, deceived himself,
 For deepest joy he'll never know.
 He stores his goods on rainbow-shelf
 Who trades for fleeting joys of earth!

TEACHING ENGLISH TO RETARDED CHILDREN

FRANCES DEARBORN

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RELATING DRAWING AND ORAL ENGLISH

In Z Groups—Grades III-IV

Description of an activity carried on by Ethel H. Johnson,

Humphreys Avenue School, Los Angeles

THE FOLLOWING activity for Z groups or retarded pupils is important in that it re-emphasizes a practice which may deserve a wider use. It is not a real activity in the true sense of the word for it was initiated purposely by the teacher in order (1) that definite reactions might be recorded, and (2) that some of the interests of these Z groups of children might be found in order to furnish them with reading material more in line with those interests.

To clarify the idea of what was wanted of them, the children of a Third Grade and of a Fourth Grade Z group were asked if they ever saw pictures when their eyes were shut after they went to bed at night. Nearly all children have had this experience, so the response was very positive among this group. Next they were asked to shut their eyes and try to see pictures in the daytime—pictures that were very interesting or very beautiful, then pictures of happiness, of sadness, of something very funny, and so on.

The faces of the group easily registered the type of picture being seen. The teacher went among the third grade Z group children trying to guess by their faces what kind of a picture the child had in mind. Immediately the faces became jolly, reflective, sad. Some even assumed a far-away gaze as if the owner of the face was

recalling an interesting past experience. Very little self-consciousness was shown. It was all a game to the children, but a very real one. With the fourth grade Z group, this step was omitted because of the greater self-consciousness among these older pupils.

Of course the first desire of the children was to tell the picture each had in mind. Instead of being allowed to describe the story of the picture in words, the groups were asked to take crayolas and paper and illustrate their stories, then to tell them afterward.

After the drawings were finished, each child held up his or her picture, and told the story in mind when sketching the picture. Stenographic reports were taken of each story.

The results were most interesting and rather surprising. The third grade Z children had no lack of ideas for pictures, but it was evident that many of these ideas came from stories recently read at school or told to the children by the teacher. Freedom of imagination was shown only by seven out of the eighteen children. Guided imagination was evinced in the following scenes:

The Lamplighter, (Stevenson)

A Story of a Mother Bear and Her Babies,

A Hallowe'en Picture,

The Home of a Priest,
 Little Black Sambo,
 Indians and Pilgrims,
 Three Little Pigs—by two children,
 Little Boy Blue,
 Two Little Birds on a Teeter-Totter—
 like a funny picture,
 The Cat and Dog Who Lived in the
 Same House.

Free imagination was shown in such scenes as—

A Cornfield—which a child remembered seeing on his uncle's farm in Canada,
 A little boy driving a wagon and almost tipping over,
 An autumn scene with a goat in the field,
 An automobile racer almost running over a dog,
 A man caught by a big fish and another man afraid to go to the rescue,
 A man scaring a dog away from an automobile,
 Boy from Polytechnic High School playing football.

These third grade Z group children showed no self-consciousness in the drawing and the telling of their stories. They were meticulous as to details and many pictures were unfinished at the end of the twenty minutes. One child spent almost the whole period drawing with very realistic effect a corn field which he had seen during a visit to Canada the previous summer. But when he showed and told the story of his picture to class, he carefully explained, "It is nighttime, but I forgot to put the sky in." Evidently he realized that without the night effect, his picture gave an atmosphere wholly different from that which he intended it to give.

Many of the third grade pictures were incoherent because the children tried to put several stories in one picture. In telling their stories, a few children failed to confine their remarks to the exact story pictured. These children would begin with the events previous to the pictured idea

and would then continue with all sorts of sequential thoughts which had nothing to do with the picture.

The children, with one exception, evinced no desire to imitate the drawings of others in the group. Much independence in ideas, initiative in effort, and intense concentration were shown. Rarely did a child appear anything but oblivious to the work of his neighbor. This unconsciousness of surroundings lasted until the pictures were held up and described. Then, all eyes and thoughts were on the work of the child in front of the group.

Another noticeable feature with this third Z group was the complacency with which the drawings were accepted by the group. Not one word of criticism was expressed by one child to another.

This experiment for third Z children will be carried further. From the one trial, it is evident that two results were being accomplished:

(1) For improving oral English, the lesson was a decided success. Because the idea in the picture was the child's own and because he was earnestly desirous of conveying this idea to others, there was an ideal audience situation. Each child had something interesting to say and he wanted to say it well. For this reason, the exercise will be continued at least once a week that the teacher may watch further outcomes.

(2) As a preliminary to written English, the combination of drawing and story telling is most helpful. The picture made a unit of thought which naturally prefaced the paragraph idea. A teacher could easily use this type of work to clarify paragraphing for the Z group child.

With the fourth grade Z group, there was a decided difference. The children were interested and eager to make the attempt, but about one-fourth of the group could think of nothing to draw. When stimulated by such questions as "What in-

teresting happening have you seen lately?" "What would you like to see?" "What would you like to do?", there was usually an immediate response.

These older Z group children worked more hastily and they used more of the mass effects in their drawings. They also left much less for the imagination to supply. In every instance, these pupils restricted their picture stories to a single unit of thought instead of trying to put all their ideas into one scene.

In two respects, self-consciousness was shown by several members of the group. First, there was a feeling of inability to make a picture which would satisfactorily clarify the idea behind the picture. Second, several of the group, especially the boys, had to be induced into a comfortable state of mind before they felt their stories good enough to tell. Usually, a bit of praise for the picture or the idea and motive, or the fact that the diffident child's idea was different from the other ideas was sufficient stimulus to overcome the self-consciousness.

One child had a picture but no story for it. A girl pictured two stories, one entirely irrelevant to the other. Probably the most interesting drawing, because it was so different, was one submitted by a boy whom the teacher finds to be very soberminded. He had made a picture of much impressive sadness, showing an unknown soldier's grave. This child told his story with a dignity equalled in turn by the attitude of his listeners.

The range of interests showed the influence of previous classroom suggestions in but six pictures:

Hallowe'en scene,
Red Riding Hood,
A Japanese Lady,
Mocking Bird on a Telegraph Wire,
A Stage Coach of the Olden Time,
An Indian Danger Signal.

The themes of the other pictures included:

A train and grain elevator on fire,
A soldier firing a cannon,
A sailor in charge of a radio,
An automobile racer driven by radio,
Birds guarding a nest to keep a squirrel away,
Warship "Arizona" flying the American flag,
Little girl watching a bird learning to fly,
A little girl going through the woods hunting berries; A boy and girl planting flowers near a barn, both drawn by the same child,
The U. S. mail carrier,
A racing car with aerial and flag on top,
Picture of the kind of yard a little girl would like to have (a rainbow was over the yard),
Unknown soldier's grave, with flowers and footprints of people who pass by,
Two little girls returning from a picnic and stopping on a hill to watch the sunset,
A girl waving to another girl on a boat.

Most of the boys' drawings were typical of boys' interests. The same was true of the girls' sketches. The appeal of adventure was shown by eight boys in the pictures. There was one humorous and one sad picture, both by boys. The girls attempted less pretentious subjects. They made many more sketches of human figures than the boys made.

Differences were noticed between the boys' and girls' stories. The boys told exciting stories. The girls expressed interesting but much more placid ideas. The boys' stories depicted action, the girls' described scenes of still life. Again the stories and pictures of the boys centered around what they would like to be when they grew up. The girls seemed more interested in what they had seen or wanted at the present moment.

Of course, this one attempt at relating the drawing and the oral English proves

little. But at least, it had no visible negative results. And it drew out these two definite conclusions on the part of the teacher—(1) that such a relation of drawing and oral English may well be used to prevent the atrophy of children's delight-

ful imaginings, and (2) that perhaps more emphasis should be put upon the practice of allowing children to originate stories from their own pictures rather than from pictures cut from magazines or secured from stories read in books.

A NEWSPAPER ACTIVITY

With a B3 Z Group

EVERY morning for their first work, the children of this particular room together with their teacher compose a daily newspaper. As the children give items of interest in the school and community, the teacher writes the items on a large sheet of paper which has been pinned to the wall.

In arranging the newspaper, the teacher leads the pupils to give the date and to discuss each oral statement before it is written by her. In this way, mistakes in English are eliminated and the wrong written impression is not seen by the children.

The following gives two samples of newspapers as actually worked out by this group of children:

Daily News—November 3, 1924

1. Frank went to the Fair Friday and yesterday.
2. We all saw so many things at the Fair.
3. Robert had company yesterday.
4. Soon it will be Thanksgiving.
5. Helen went to Mt. Wilson yesterday and saw the Observatory.
6. William went visiting Saturday.
7. Merline went to a birthday party. She ate so much she was sick.
8. Yesterday Johnny passed a house where they were having a wedding.

Daily News—November 10, 1924

1. We have had a fine rain. It started Saturday night and rained until

this morning. We think it will rain some more today.

2. Willard had an accident this morning. He slipped in the mud.
3. Some of the streets in the city were flooded with water. People couldn't get across.
4. We are going to bring our money for the Community Chest. We are going to try to earn our money because it will make us happier. We think it will make the poor children happier, too.

These items are really the basis of the morning's reading lesson. The children read and reread the items, stopping to note new words learned, and phrases of special interest.

After the items are listed, the teacher starts the children on the second stage of the morning's activity. In this, the class selects interesting words from the finished newspaper and is led to discuss the possibilities of using these words in a story. The children also choose the news item they like best and they note the words used in the writing of this item. This part of the larger newspaper activity is really the language period for the day, but it is always conducted informally and is related to some concrete experience in which these slower children have been involved.

The third part of the activity brings out the writing of stories about the news item selected as the most interesting and the most important. The stories are written

entirely without direction. If a child is not sure of the spelling of a word and if he cannot find the word in his speller, he asks the teacher to help him. The teacher writes the desired word on a little card and gives it to the child, who studies the word and practices it on the blackboard until he can write it freely in his story. The word card is then put in the child's word card envelope. Each child in this room has an envelope of word cards obtained in this way. He learns to spell these words by himself whenever he has time to do so.

After the written composition work the stories are collected and the teacher plans to look these over and have the best ones read later.

The children are now ready to select words for their spelling lesson. They choose six words from among those in their daily newspaper. It is understood that the words chosen should be the ones most needed at other times, or the words which these third grade children need most.

The arithmetic subject matter is often related to some one of the news items. For instance, an item which concerned the

Community Chest furnished many interesting verbal and abstract problems.

Illustrations for the paper furnish plenty of work for the art period. The drawing teacher uses the children's interests in every way possible and the results are usually satisfying.

This daily news activity is repeated each morning and the children do not seem to tire of it. The plan has continued for three or four months. The class is making satisfactory progress in the skills. They use all the remedial and practice helps provided by the teacher for their needs in improving arithmetic, spelling, and reading abilities. At free moments, one may find small groups helping each other with the arithmetic flash cards, with spelling practice at the blackboard, with free use of the browsing table books and with individual constructive work. One very retarded girl has become most skillful in weaving and finds this her greatest pleasure. The teacher gives much of her time to remedial work in answer to the specific needs of her pupils.

This activity gives an excellent balance in group and individual work, thus satisfying the social as well as the academic needs.

WHO WOULD A-WOOING GO

Arthur N. Thomas

THE big red sun kissed a blushing cloud
Then slowly sank in the shimmering sea,
An oriole sang a love song, loud
Unto his mate in a near-by tree.

An eager maid heard a sighing swain
In falt'ring words tell his love anew,
And bachelot owl from the darkening plain
Said "Who—who—who, may I woo—woo—woo?"

TEACHING ORAL COMPOSITION IN THE GRADES

A SERIES OF PAPERS BY CLASSROOM TEACHERS

in

The Carter School, Chicago, Illinois

Editor's Note:

The papers in this series were prepared by teachers in the Carter School, Chicago, Illinois, after a plan was agreed upon in conference with the principal. Teachers of elementary school English will find the papers suggestive and stimulating. The editor desires to interest other school groups to report upon classroom teaching planned in conference in this manner. Groups of teachers desiring to do so, might use as a basis of their plans the following articles:

Composition and the Composition Class. By Elvira D. Cabell. The Elementary English Review, May, 1924. Pages 97-100,

Classroom Work in Constructive Criticism of Oral and Written Composition. By Frances Jenkins. The Elementary English Review, April, 1924. Pages 57-60,

The Correlation of Language and Social Sciences in the Intermediate Grades. By Mabel Snedaker. The Elementary English Review, April and May, 1924. Pages 50-53 and 92-95,

Home-Made Composition Scales. By G. M. Wilson. The Elementary English Review, September, 1924. Pages 165-170.

The schemes worked out in the Carter School will prove helpful to other groups undertaking to work in this way.

LESSON PROCEDURE IN ENGLISH FOR THE SEVENTH AND EIGHTH GRADES

I. Aims

- A. To secure ease and fluency in speaking and writing.
- B. This involves:
 1. Having something to say,
 2. A good vocabulary,
 3. Poise.

II. Motivation

- A. Through intrinsic interest in the subject.
- B. Through creation of the audience situation.

III. Assignment.

- A. Make assignment clear for class.
- B. Select a general subject but also one which leaves room for individual choice and variation. (Have variety in unity.)

IV. Preparation

- A. Free discussion and planning.
- B. Encourage children to outline briefly.
- C. Arrange and group salient details according to basic points, time or emphasis.
- D. Set up standards—a few important ones at a time:
 1. In content,
 2. In expression,
 3. In delivery.
- E. Give children time in recitation period to prepare and to write.
- F. Children proof-read own papers.

V. Socialized recitation

- A. Child to act as chairman:

1. Call on pupils,

2. Designate pupils for favorable and unfavorable comment.

- B. Audience questions and contributes when each speaker finishes.

- C. Teacher supplements when necessary.
- D. Command whenever possible.

VI. Criticism

- A. Focus criticism on the standards set up in the class preparation.
- B. Don't try to correct everything. (It can't be done.)
- C. Help child to see own errors.
- D. Teacher has previously corrected and selected papers to be read:
 - 1. Teacher selects a list of common errors to be written on the blackboard,
 - 2. Class corrects them.
- E. After reading of papers, they are returned to children for correction, not recopying unless for careless errors.
- F. Points for criticism:
 - 1. Central idea good—point made,
 - 2. Thoughts orderly or well organized,
 - 3. Emphasis on most important idea,
 - 4. Sentence structure good,
 - 5. Choice of words,
 - 6. Reading.

A PROJECT IN THE WRITING AND PRODUCTION OF A PLAY

Lillie A. Burke

ONE OF the most successful projects in my experience with eighth grade pupils was the writing and production of a play to motivate the study of the westward movement. The original problem set up was to write a play built about the early history of Chicago. The purpose was simple; everyone was in accord with the idea of writing or, at least, of producing an original play. The planning was done in socialized discussions of the events and phases of history which would probably have to be studied in order to obtain the background material upon which to build an interesting plot.

The following tentative outline was made by the children with the help of the teacher:

Early explorers in the Chicago region,
Westward movement in 1830-1837,
Modes of travel,
Life of pioneers,
Fort Dearborn,
Life of trappers,
Home life about Fort Dearborn,
Indians in region,
Chicago as an outpost village,

Reasons for settlement here,
Advantages of location which attracted settlers,
Indian Treaty of 1833,
Water supply of village,
Incorporation as city in 1837,
Illinois Michigan Canal.

Groups of children went to work to gather information on these various phases of the subject. Interesting books were almost devoured and no text seemed too dull for their attention, so eager were they to collect what they could use in their play. In time they made their reports to the class. Statements failing in historic accuracy were criticised, challenged, evaluated. A wealth of background was built up.

Then the activities were transferred from the history to the English period where the imaginary stories were planned from which the plot of the play should be selected. This work motivated all forms of English composition, both oral and written.

There were:
Reports on possible plots,

Arguments on the relative values of plots—Why John's was better than Mary's,

Explanations as to why the Fort Dearborn massacre should not be staged, Character sketches of pioneer child, Indian, trapper, or settler to be used,

Descriptions of costumes and settings, Discussions on what pupil should be chosen for an Indian, a trapper, etc., Explanations of the simple technique of settings, scenes, entrances, exits, etc.

Groups went to work now to weave these stories upon the historical background. Several plays were written. After criticism, rewriting, correcting, and combining ideas one from another, a very satisfactory play called "Down the Ohio and to the West" was produced. It told the story of a family from western Pennsylvania who migrated by flatboat by way of the Ohio River and settled in Chicago just at the time that John Kinzie was campaigning for election as the first mayor of the little city.

The play was then written on the blackboard for mechanical corrections in English and dramatic form before the rehearsals began.

No phase of the project appealed quite so much to the children as the production of the play. It was planned to have it very informal, the purpose being mainly to vitalize the history and English work. No costuming was attempted beyond a headband of feathers to suggest an Indian and a rusty gun, a pioneer. The fact that there were no costumes spurred the youthful actors on to more strenuous efforts to put over their parts. One child was ap-

pointed director and took the cast into a vacant room to practice. Of course, as the rehearsals progressed, changes were found to be necessary for, after all, the test of a play is not in the reading so much as in the acting.

While this work was in operation, it was decided to have the play printed and illustrated. In order to help in the illustrations two boys made a miniature stage which they wired for footlights. Upon this stage they planned to set up dramatic moments in the play which were suitable for illustration. Dolls were made of insulated bell wire, padded with cotton, and dressed in costumes of the day to represent the Indian, the trapper, John Kinzie, Elijah Wentworth, and the other characters. Another phase of the art work was the making of three large posters, one showing the pioneer family in their Pennsylvania home, one in their cabin on the flatboat, and one their life near Fort Dearborn.

Finally, the great red letter day arrived. No happier or prouder children could be imagined than they were upon the day they gave their play in the assembly hall for the entire school and the parents. They tried to impersonate the characters as best they could; they exhibited their posters; and last but not least, they set up their hand-made dolls upon their little stage and switched on and off the electric footlights.

The whole project had seemed so worthwhile and had been enjoyed so thoroughly that a similar one on the later period of the westward movement, namely, the gold rush, was begun and carried to a successful completion in another play, called "The Days of '49".

THE CHICAGO STANDARDS IN ORAL COMPOSITION*

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THE SIXTH GRADE

I. COMPOSITION

A. SPEAKING.—This takes precedence over writing, both in time and in importance. If speaking is properly taught, mechanics of writing will be very easily mastered.

1. *Aims:* A good title and nothing in the composition irrelevant to it; good sentences, with something of smoothness; greater variety and accuracy in sentences through combination and subordination; good beginning and ending sentences; good sequence leading to the outcome; choice of interesting details; greater vividness through choice of words; the paragraph sense; definite enlargement of knowledge in fields indicated by centers of interest.
2. *Materials:* Reading, investigation, observation, experience and imagination. Literary themes and dramatization in connection with reading.
3. *Achievement:* Ability to make complete speeches of the kind indicated by the standards which appear below; ability to finish, compose, reproduce, or dramatize stories like the simpler narratives found in the books of the grade.

STANDARDS OF ORAL COMPOSITION¹

Fair

A Mistake

One morning my mother asked me to put sugar in the coffee. I went to the pantry for the sugar and instead of getting sugar I got salt. My father was the first to drink his. He made an awful face and scolded me. Now I always make sure whether it is sugar or salt, for my father is pretty rough when he gets angry.

(This is an advance over the Fair composition of the fifth grade because of the smoothness and variety of sentences. The generalization in the last sentence is a step ahead. There is an attempt to give a picture, which is not made in the earlier grades. It is only Fair because there is no suspense or surprise, although the situation held these elements.)

Good

Burnt and Stung

Near an old corn crib stood a box which was filled with corn cobs. Bees had made their home there. My uncle lit a fire around the box. Pretty soon the bees began to make a great humming noise. It was quite dark when I ventured out to see the box. I was barefoot. I kicked the box, when all of a sudden I felt two sharp pains. The first was a sting,

* Concluded from the May Review, pages 170-177. See Dr. Hosic's comments, pages 170-171.

¹ The examples are not intended to be used by the children as models to imitate.

the second was a burn, for the moment I kicked the box I put my foot down on a piece of burnt charcoal.

(The incident is told in clear pictures. The vocabulary is more mature than in the good composition of grade five. An excellent composition would contain still more mature sentence forms.)

Excellent

My Most Embarrassing Moment

On my father's two weeks' stay in Denver, Colorado, I was very lonesome, and waited patiently for him. About eight days after he left, I saw a man get off the car. He was holding two valises like my father's. I ran to meet him.

Before I knew what happened I was hugging him and saying, "Oh, papa, I'm so glad you came home." I was going to kiss him, when I saw it was the man who lived next door. I became very red and began to tremble. I never had such a feeling before; but I begged his pardon, and ran away. I was very glad that I looked at him before I kissed him.

(This composition has all of the elements of the Good composition for this grade, plus an expression of emotion, and an effective closing sentence. Note the defective subordination in the second sentence in the second paragraph. The title is commendable in this composition.)

Superior

Kidnappers! Help!

My sister was lost! I remember that my mother told me to take care of her or she would give me a spanking. I dashed through the gangway and up the back stairs. My mother came out screaming and said, "What is the matter?" I cried, "Lillian is lost!" At this she flung on her coat and rushed down after me. Soon the whole neighborhood was awakened. I was just passing the basement door, when my sister popped her head out. I felt like shaking her to pieces for making all that disturbance.

(The feeling of consternation, relief, and disgust at the cause of it all is very well conveyed. The choice of words is unusually apt. "Dash," "flung on her coat," "rushed after me" keep the movement rapid. "Popped her head out" is just right. Although no reference is made to the title, the whole composition justifies its choice.)

4. *Suggestions:* Let the pupils narrow their topics by the selection of specific titles. Teach them to plan. After a pupil has spoken, let the class make suggestions as to how he may better carry out his purpose. If possibilities appear, let him try again while the suggestions are fresh in mind. Let the class decide whether he has made improvement. Avoid stereotyped and perfunctory comment. Emphasize one thing at a time and beware of scattering your fire and of too much attention to petty details.

THE SEVENTH GRADE COMPOSITION

A. **COMPOSITION.**—This should include both speaking and writing. By proper handling of the oral work the difficulty of securing correctness in the written work may be reduced to a minimum.

1. *Aims:* To enable the pupils to organize composition on a somewhat larger scale than in previous years. This will require simple outlines and elementary instruction in paragraphing. Better command of the various qualities of good composition outlined for previous years should be sought.
2. *Materials:* From various fields of interest, both actual and imaginary.
3. *Achievement:* Ability to plan and revise both speeches and written composition so as to approximate the merits of the sample compositions which follow:

STANDARDS OF ORAL COMPOSITION

Fair

Some Punishment

I heard talking and laughing. When I entered the house I found out we had company. I went into the kitchen, where I found the table all set with dainties. As I glanced about the table, where I saw a lemon cream pie—one of my favorites—I got a piece of paper and threw it on the pie, intending to get it off the table. When I threw it on the pie, the pie broke. I was expecting to be punished, but to my surprise, when my grandmother came in she said, "Now you must eat the pie."

(This is an advance over the standard for sixth grade because the situation is presented more vividly and with more detail. It is only Fair for seventh grade because of a lack of clearness about the breaking of the pie by the paper. The repetition of the word "pie" is typical of Fair work. The idea of subordination is not mastered but the free use of it is characteristic.)

Good

The Happiest Moment of My Life

It was nearing Christmas time and I was wondering if Santa would think of me. My auntie had told me he wouldn't because I had been naughty. I took a pencil and a piece of paper and wrote the following: "Dear Santa, please bring me a doll."

Christmas morning I was up before day. I looked into my stockings but found nothing. I was so disappointed that I sat down and began to cry. I got up to go into the dining room and what do you think I saw? A great big doll with large blue eyes sat on the table staring at me. This was the happiest moment of my life because this was the first real doll I had ever had.

(This composition states very well the situation and the child's reaction. She has outlined her difficulty, her hope, her disappointment and her relief. The variety of sentences makes the narration smooth. The last sentence gives unity by returning to the title. The composition is not Excellent because of the immaturity of the vocabulary.)

Excellent

A Happy Little Girl

A smiling and happy little girl was walking in a beautiful garden, admiring many things. I was the happy little girl because I had never had such an opportunity before. Everything about me was beautiful. The birds sang sweetly and the cool breeze blew my hair all over my face.

The flowers were so beautiful that I was tempted to pick them. Of course I picked the biggest, best, and sweetest.

Somebody was shaking me. I woke. My mother was holding a beautiful bouquet of flowers for me. They were like those I picked in dreams. This was my birthday. I really was a happy little girl.

(This composition contains good descriptive details of sound, touch, and sight. It is consistent throughout and is told smoothly. The first sentence is strong and vivid.)

Superior

Almost Forsaken

"All aboard!" yelled the conductor. There was a flash of lanterns and then the train moved slowly out of the long depot. I was sitting up in my berth waiting for my father to come. He was to see a gentleman before he boarded the train.

I waited and waited. The minutes seemed like hours. Was I alone on the train with no friends leaving Chicago to enter a strange city? I began to see myself going through the most terrifying experiences. All I had was my baggage and a Bunte Tango.

I would look out of my berth every few minutes to see if my father was coming. But it was useless. I tried to amuse myself by looking out of the window or to fool myself into believing my father was on the train.

Finally I became too frightened to do anything but lie down and cry. While I was in the midst of this, I heard two men talking. I peeked out and there stood my father. I was never so glad to see anyone in all my life.

(The opening sentence plunges into the story and one graphic sentence follows another to keep up the interest. The sudden relief at the close is dramatic. This is a higher type of composition in that it deals with emotions. The title is attractive and the composition, besides making its point, compels sympathy.)

4. *Suggestions:* Speaking, writing, reading, rewriting is a good sequence to enable the pupils to do all they can for themselves. A few periods may well be devoted to considering the merits of the standards. These are not, however, to be used as "models." Let the pupils start with their own situations.

THE EIGHTH GRADE

I. PRACTICAL ENGLISH

- A. COMPOSITION.—This should include both speaking and writing. By proper handling of the oral work the difficulty of securing correctness in the written work may be reduced to a minimum.
1. *Aims:* To enable the pupils to organize composition on a somewhat larger scale and with a more effective handling of details than in previous years. This will require simple outlines, elementary instruction in paragraphing, practice in manipulating and transforming sentences for smoothness and accuracy, and definite training in the selection of words, particularly in the revision of written composition.
2. *Materials:* From various fields of interest, both actual and imaginary.

3. *Achievement:* Ability to plan and revise both speeches and written composition so as to approximate the merits of the sample compositions which follow:

STANDARDS OF ORAL COMPOSITION

Fair

The Fishing Trip

While visiting my aunt in Wheeling, Illinois, my friend and I decided to go on a fishing trip. Being that the river was just across the prairie, we did not need to take any lunch with us. We took our lines and started off. When we arrived there, we fixed our lines and threw them into the water. After a while my line began to move. I drew my line out of the water and was surprised to see a fish on the end. But I pulled it so hard that the fish fell back into the water. I felt kind of bad to think I couldn't catch it, so I drew my line and went to a different place. In a little while after my friend had a fish on her line which she got safe in her hand. She went home happy with a big fish, while I went home sad with nothing.

(This is an advance over the standard for seventh grade because it is more interesting. There is an element of feeling which is not shown in any of the other Fair compositions. The last sentence is very good. The composition is only Fair for the grade because of the incorrect expressions, "being that the river," etc., "felt kind of bad," and because of repetition of "my line.")

Good

My First Dollar

When I was about six years old my grandfather gave me my choice between a dollar bill and one cent, which was lying on the table. If I chose the penny, I could spend it at my own free will. If I chose the dollar bill, I had to put it in the bank. I looked upon the penny as a luxury that I could go across the street and spend and looked upon the dollar bill as nothing but a piece of paper that I would put into the bank and never see again. I knew that the dollar bill was the most money, but I wanted the penny. When I put my hand toward the penny, my grandfather would have a sober, dull face, but when I put my hand toward the dollar he would smile. Therefore I took the dollar bill, which made my grandfather feel pleased.

(The theme is unusual and interesting. The problem moves steadily toward a solution, every sentence helping. It has the merit of clearness and sincerity. The analysis of his own thoughts and those of his grandfather indicate an advance over the previous grade.)

Excellent

A Close Shave

My cat was in the habit of letting other cats bite and scratch him. One day he turned over a new leaf and wouldn't let any cat into our yard or the neighbor's tho sometimes the invaders put up a fight first. This day a brave warrior came across the road from the park only to be

chased back again. My saucy puss was standing in the middle of the road, hissing and spitting with his back at an enormous height. Along came Mr. Marshall Field's delivery wagon! There was a scream from my mother which brought me flying up the back stairs just in time to see the wagon run over my beloved cat. To our great relief, when the car had passed, there stood puss hissing and spitting just as hard but his back and tail were slightly lowered.

(This has the merit of concreteness gained through the use of well chosen words. The description is strong and vivid. An amused attitude is shown by the expressions "brave warrior," "saucy puss," etc. The last sentence is very effective.)

Superior

A Baking Experience

I have always been teased at home about my cooking. Every time I baked or cooked anything Daddy was going to have his life insured.

One afternoon I was home alone and, as I had nothing to do, I decided to bake bran muffins. I went into the kitchen, put on a large apron and began to mix my muffins. How carefully I stirred them and how carefully I measured the ingredients! As I mixed those muffins I thought of the big, brown, fluffy muffins I would surprise the family with. I put them into the oven and busied myself while they baked. Every few minutes I would look at them. They had been baking fifteen minutes and had not even begun to rise.

I began to worry. What was the matter with them? I was sure I had put soda in the mixture. Maybe the oven was not hot enough, so I turned up the gas. I waited ten more minutes and still they did not rise.

Maybe they were not supposed to rise. I left them in until I was sure they must be done. How disappointed I was when I took them from the oven! They were very heavy, and when I broke one open, lo and behold! it was soggy. I tasted it and it had a queer salty taste. Then I knew something was wrong. I knew I had the correct measurements; so I examined the ingredients. I looked at the flour, then at the milk, and I found them both perfect. Then I looked at the baking soda. I looked at the package and to my astonishment "Cream of Tartar" stood out in big black letters. So that was it! I had used cream of tartar instead of soda.

What was I to do with them? I tried to feed them to the dog but he refused to ruin his health. I wasn't going to let the family tease me, so I emptied the dozen of muffins into the garbage can.

I cleaned up the mess in the kitchen, and when mother came home her kitchen was as she had left it. To this day the family has never found out about those muffins. Between the dog and myself it will always remain a secret.

(This relates a familiar experience with humorous and interesting detail. The speaker presents clearly her expectations, her doubts, the possible solution of the difficulty, the final solution and her escape from the consequences.

The composition has a charm of personality. The writer recognizes the

challenge from the family, the joke on herself, and the necessity of getting out of the difficulty without being detected. The part which the dog plays is unusually well managed. The variety of sentences and the richness of vocabulary are more than excellent for eighth grade.)

4. *Suggestions:* Speaking, writing, reading, writing is a good sequence to enable the pupils to do all they can for themselves. A few periods may well be devoted to considering the merits of the standards. These are not, however, to be used as "models." Let the pupils start with their own situations. Occasional blackboard exercises in the transformation of sentences and in selecting among various synonyms the best verb or adjective will be found useful in supplementing the study of the children's own compositions.

CAUTION

(Reprinted from the May Review)

James F. Hosic

THE READER IS WARNED that these composition standards are printed here merely to show the results of the method that was employed in their development. Any school or system of schools which desires to make use of a set of composition standards ought to work out its own. The place to begin is probably with the form that was employed in Chicago, namely, narrative based upon personal experience, since this is the most common form of expression among children. The process of selection by means of a consensus beginning with individual classroom teachers is an indispensable one. Any attempt to short-circuit this method will end in disappointment. Composition standards should show not what some ambitious leader thinks that children should do but what teachers actually in the classrooms find that children can do.

The working out of such a set of standards by a school has a value difficult to overestimate. In the process of making the selections, teachers are brought to consider the course of study and the achievements of the pupils as they have not usually done. The work of the committee of a school, moreover, tends to bring about a common understanding and an agreement as to emphasis too often absent. The selection of standards by a central authority, omitting the step of room by room canvass of the situation, would completely miss this point.

The reader will note that no use whatever was made by the Chicago schools of the composition scales devised up to the time when the standards were printed, which was September, 1921. The reason for this is obvious. No composition scale met the requirements of the experiment.

EDITORIALS

THE NEW TERM'S WORK

EVERY teacher is eager to help her pupils begin the new term's work right. The great question is how to give him a good start. Certainly a quick, dashing, brilliant start means little if it cannot be sustained. To arouse enthusiasm alone is not sufficient. Along with this there must be some steadiness of purpose, some consciousness of difficulties ahead, some sense of the need of work in the English class.

Often children leap joyously into their tasks for a few days, but begin very soon to slow down with a series of jerks and jolts. They have made a bad start. They have failed to realize what it is all about.

It is well enough to capitalize the zest of the children during the first few days. Help them discover why they are studying English. Let them do some writing as a test of their strength at the start. Tell them that these compositions are a show of strength or weakness. Even the best papers written should be surpassed later by compositions at the close of the term.

The problem for the class is not how rapidly they can go for a few days, but how much improvement they can make during the year. Here again a definite test of strength is necessary.

The use of a standard composition scale, or at least—a "Home-Made Composition Scale"—see THE REVIEW, September, 1924—will be helpful. Let each pupil know his rating, let him see to his own satisfaction how he *measures up* on the scale. Help him understand that composition ability is a matter of growth; make clear to him that he can watch this growth if he so desires.

Without the aid even of composition scales, he can do this with some degree of satisfaction by keeping copies of papers written during the first part of the year to compare with those written at the close of the year.

But this getting ready to check up on progress made during the term should extend beyond the difficult problem of general composition ability to such definite matters as punctuation, spelling, and penmanship. A few common errors in punctuation and spelling should by all means be checked and counted on the papers written during the opening weeks of school. Estimate, for each pupil, the number of errors per hundred written words. Keep account also of the kinds of errors made by every pupil.

The children should be given every possible opportunity to study their scores and to plan ways of improving. Their plans should, of course, be based upon strong social motives. Artificiality should be avoided. The point is that children in English classes should know definitely why they need to work, and should have a schedule that appeals to them as reasonably worthwhile.

NATIONAL STANDARDS IN COMPOSITION

THE Chicago Standards in Oral Composition completed in this number of THE REVIEW are of more than passing interest. Teachers who fail to catch the suggestion and derive similar standards of their own will miss a great deal.

REVIEWS AND ABSTRACTS

LITERATURE AND LIVING. Books 1, 2, and 3. By R. L. Lyman and H. C. Hill. New York City: Scribner's, 1925.

It often seems that one who reviews must be blasé and hypocritical. The reviewer must calmly assume omniscience. Young and inexperienced graduate students sometimes feel called upon to make a sure demonstration of their complete grasp of every educational matter by tearing to pieces a work which they, themselves, could never write in a century. In fact, enthusiasm seems to discredit the reviewer.

The writer of this review disqualifies himself as an effective reviewer by expressing enthusiasm over these epoch-making books.

Messrs. Lyman and Hill are peculiarly fitted to do a work of this kind. They have a point of view which, unfortunately, too few of our text book writers have. They are familiar with actual school contacts. Such contacts can never be obtained from a desk. They have the point of view which comes from a modern, scientific, objective attitude toward the solving of school problems. Such an attitude can never be attained by "successful experience". With such viewpoints and contacts, it is only natural that we get a superb series of books.

It is impossible to specify the many high points of the series. Briefly, the authors have selected that reading material which has for its purpose the development of those facts, ideals, habits, interests, and attitudes that make for genuine citizenship.

They have emphasized the generally neglected phase of our junior and senior high school reading. We say that we are teaching literature. Many of us suffer from the "literary complex". We must develop the many specific reading abilities and secure a genuine desire to read. Otherwise, the lesson in "literature" is wasted. These books teach silent reading, and such teaching must be one of the main responsibilities of junior and senior high school English teachers. It is expected that these books will render a genuine service. In another month, this reviewer will have some objective evidence as to the reading power of these books.

It is to be hoped that these or equally com-

petent authors will give us a tenth grade book that parallels world history, an eleventh grade book that parallels American history and government, and a twelfth grade book that parallels economics and social problems. It may not be too much to hope that some author will see fit to give us similarly written books of science reading for the ninth and tenth grades.

One has to see these books to appreciate them. No review can give even an outline of the many valuable features. He cheats himself who does not immediately review these books for himself.

ROSS N. YOUNG.

THE PRIMARY SCHOOL. By Annie E. Moore, Assistant Professor of Education in Teachers College, Columbia University. Boston: Houghton, Mifflin & Company, 1925.

Teachers of the kindergarten and the primary grades will welcome Professor Annie E. Moore's *The Primary School*. It is a fresh, sensible, convincing discussion of current trends in administration, choice of subject matter, and methods of teaching in the kindergarten-primary school. The young teacher will get from it perspective in her studies in theory, but it will be especially helpful to the teacher of experience who will be impressed by the contrasts between the old and the new, and the less effective and the more effective. Miss Moore builds the discussion about a number of detailed reports of what she and her students have seen going on in classrooms. She makes theory apply directly to the evaluation of practice. Her criticism is keen and vigorous, but human, and yet free from hobbies.

The principal topics are the small child in his school environment, the place of the kindergarten, children's school enterprises, oral and written expression as social instruments, writing, arithmetic and reading. In the appendix are lists of books for teachers, lists of books, pictures and toys for children, and much information about suitable furniture, equipment, and materials for the kindergarten-primary school.

HARRY O. GILLET.

FROM THE PERIODICALS

THE CHILD IN FICTION—Great child characters in English literature are sought in vain, this writer thinks. Charles Dickens is naturally turned to first as the "master of characterization," but even his children are "all unreal. There's not a ha'porth of human nature in the lot of them." Barrie's David in "The Little White Bird" holds his own. Tommy and Elspeth in "Sentimental Tommy" make delightful young folks. These, however, in the sequel become "a stout cad and a backboneless nonentity." Jim Hawkins in "Treasure Island" ought "to appeal to us but somehow we prefer the formidable and fascinating Long John."

American fiction has at least a few child characters that are "like the real article." The writer thinks this may be true because "the new world is more in tune with the spirit of youth." Stephen Crane and Gene Stratton Porter satisfy some readers. But Crane's characters are not always "both lovable and real," and not everyone likes to read Gene Stratton Porter. Mark Twain's books are not to every Britisher's taste, but his Tom Sawyer is a "real boy whose superior it would be hard to find in English fiction." The children in English fiction are "precocious little snobs," or "little old women."—A. W. Seymour, *The Education Outlook* (English) (August, 1925). Page 298.

THE SUPPLEMENTARY-DEVICE VERSUS THE INTRINSIC METHOD OF TEACHING READING—The initial stages in learning to read are of the greatest importance, and the guidance given beginners must be carefully organized. Two methods of teaching reading are recognized: the first, teaching detached units, has been vigorously attacked; the second is by thought-getting, leaving pupils largely to their own devices. The National Society for the Study of Education rejects either extreme, in its twenty-fourth yearbook, but suggests the thought-getting method, corrected by supplementary devices, drills, word-matching, flash-cards, etc. The technique of both phases has been carefully worked out.

The author of this article questions the validity of this method, because supplementary training has not accomplished all that is desirable, scientific investigation has not confirmed the success of supplementary methods, and because such a method may be questioned from a psychological standpoint. It is suggested that exercises to produce correct and

effective reading habits, and to produce technical skill in reading, be made intrinsic in the reading material. "The aim of the newer methods should be a consolidation of the good features of present practices now chiefly utilized in isolated form."—Arthur I. Gates, *The Elementary School Journal* (June, 1925). Page 775.

THE SEATTLE PLAN OF COOPERATIVE RESEARCH IN CITY-SCHOOL ADMINISTRATION—In 1922, a survey of Seattle Schools was undertaken by members of the teaching staff and the University of Washington, organized as a Department of Research. This combined the advantages of conventional school surveys and careful scientific study of local problems. Moreover, the organization was convenient since the university is located in Seattle. Three main divisions of the program of research were: curriculum; instruction, methods and supervision; progress of pupils. Studies of time allotment, methodology and executive phases of curriculum making, and cooperative studies, illustrate the work of the Department of Research which acts as adviser in individual research activities in Seattle Schools.—Fred C. Ayer, *Elementary School Journal*, (June, 1925). Page 745.

WHO SHALL MOULD THE MIND OF AMERICA—The address delivered at the World Federation of Education Associations gives a clarifying analysis of education in America. Diversity still characterizes American education although local control of subjects of instruction has gradually given way to state guidance. In 1904, states prescribed little more than the teaching of the common branches, the teaching of the deleterious effects of alcohol, and the prohibition of the teaching of sectarian religion. In twenty years, conditions have brought about marked changes. The presence of foreign-speaking communities has led to state laws making the use of English compulsory in public schools. Adult education and the teaching of American history and government are compulsory in many states, and are results of the war.

Local control is sometimes short-sighted, state control may be vacillating, but central control carries serious dangers of partisanship, together with the advantages it offers of widespread influence. The solution may be reached by combining home, local, state, and national forces.—William F. Russell, *School and Society* (August 15, 1925). Page 186.

SHOP TALK

THE COMMUNITY CHEST BOOKLET

THE FOLLOWING excerpt from the children's booklet described in the article, "How the Community Chest Furnished an English Opportunity," pages 236-239, indicates the practical use to which the booklet was put in the classroom. The plan may be adapted to the use of other such material.

Instructions to Teachers

To the Teachers:

This book is to be used as regular reading material in grades 4, 5, 6, 7 and 8 of the Toledo Parochial and Public Schools. Plan some way of timing each selection: i. e. Write 1 on the board when the pupils begin to read. At the end of the first minute change the 1 to 2, etc., until all have finished reading the selection and the test following. It may add to the interest if the class median is found, that each pupil may know whether he is above or below the class median.

Suggestions for English

Prepare one minute talks on the work of the Community Chest to give in other classes or in the school assembly.

Write paragraphs telling of the work of the Community Chest and why you feel Toledo should support it. Send these paragraphs in to the Administration Building.

Write poems, jingles, limericks or songs for the Community Chest. Send them in to the Administration Building.

Try This With Your Bulletin Board

Divide your bulletin board, giving an equal amount of space to two teams. Credit each article cut from the daily papers, which describes some work of the Community Chest as 5, each picture as 10, and each clipping about Community Chests of other places as 20. At the end of the week determine which team has been most alert in reading the daily news.

Make Sketches

Pictures are often more forceful than words. Try making sketches or drawings to illustrate the facts that you discover concerning the use of the Community Chest. Send them in to the Administration Building.

Any of the above material that is sent to Administration Building will be kept for use next year.

NEW LIBRARY REPORTS AND LISTS

ELEMENTARY School Library Standards is the subject of a 36-page pamphlet just issued by the American Library Association, Chicago. It is the report of a joint committee representing the N. E. A. and the A. L. A. with C. C. Certain as general chairman. The report is reprinted from the 1925 Yearbook of the N. E. A. Department of Elementary School Principals.

The body of the report defines the school library in terms of its aims, scope and use. It discusses standards with reference to book collections, teaching materials, equipment, supplies, records, librarian, supervisor, architectural specifications, administrative requirements, library instruction and appropriations.

The appendix lists 212 books, arranged by subject, recommended for initial purchase. It also defines the school library in terms of dollars and cents and gives a table showing the cost of the library in typical schools. The bibliography lists necessary tools for the school librarian, aids in book selection, references on special subjects and aids in technical work such as cataloging and classification.

An illustrated eight-page leaflet on Planning the School Library has just been published by the American Library Association, Chicago. It gives a great deal of practical information about space, lighting, shelving, furniture, etc., that will be useful to teachers, superintendents, and architects. In addition to several photographs, a floor plan is reproduced.

Another publication issued from the same office is a list of recent books on educational subjects. It is called Sixty Educational Books of 1924 and was prepared for the American Library Association by the Youngstown Public Library. The titles are grouped by subject and fully annotated. Libraries, normal schools, and in fact many individuals interested in educational subjects have become accustomed to looking forward to this annual selection.

The Elementary English Review

THE REVIEW is devoted exclusively to the teaching of English in elementary schools with emphasis upon the social well being of children:

I. As influenced by their study of—

1. Literature, 4. Dramatics,
2. Silent Reading, 5. Composition
3. Oral Reading, 6. Grammar,
7. Spelling.

II. As conditioned by—

1. The School Library,
2. Standard Tests,
3. Scientific Procedure for Experimental Teaching,
4. Social Values,
5. A More Effective Organization of Elementary Teachers of English.

ELEMENTARY SCHOOL
Teachers of English find THE REVIEW indispensable as a handbook in the classroom because it contains such articles as:

Dramatization in the Primary Grades.—*Susan W. Mowry*.

For Classroom Use in February: A Washington's Birthday Playlet.—*Louise Franklin Bache*.

A Story for St. Valentine's Day.—*Ethel Blair Jordan*.

Costumes for "A Midsummer Night's Dream."—*Maud R. Hardman*.

For Classroom Use in April: "The Awakening of Spring": An Arbor Day Play.—*Mary L. Broening*.

For Classroom Use in May: "May Day Plays and Ways."—*Ethel Blair Jordan*.

"Make Way for the Queen of May"; Playlet.—*Louise Franklin Bache*.

Composition and the Composition Class.—*Elvira D. Cabell*.

The Correlation of Safety with English.—*Ida V. Flowers*.

Cultivating Skill in Sentence Building.—*Howard R. Driggs*.

Diagnosis of Spelling Difficulties.—*Ina H. Hill*.

Practical Exercises for Classroom Use: Silent Reading.—*Nila B. Smith*.

Silent Reading in the Elementary Grades.—*G. T. Buswell*.

Stage Craft for the Elementary School Teacher.—*George Styles*.

Teaching Written Composition in Rural Schools.—*Ruth Hendrickson*.

The Value of Oral Reading.—*C. R. Rounds*.

Silent and Oral Reading in the First Grade.—*Clarence R. Stone*.

Children's Librarians subscribe to THE REVIEW for such articles as the following:

From the Poets to the Children.—*Joan Marier*.

Illustrating Books for Children.—*Maud Peter sham*.

Analysis of the Reading of a Child of Seven Years.—*Margaret Brabant*.

The Beginnings of an Elementary School Library.—*Martha Caroline Pritchard*.

Charles Boardman Hawes: An Appreciation.—*Marion Lovis*.

What I Aim at in My Books for Children.—*Padraig Colum*.

The Creation of Dr. Dolittle by Hugh Lofting.—*C. C. Certain*.

Encouraging Writers for Children.—*Frederic G. Melcher*.

International Friendship Through Children's Books.—*Clara Whitehill Hunt*.

World Friendship and Children's Literature.—*Hugh Lofting*.

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A Letter to the Children.—*Hendrik Willem Van Loon*.

THE ELEMENTARY ENGLISH REVIEW

C. C. Certain, Editor

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AN INDEX TO PROGRESSIVE TEACHING

ENGLISH TEACHERS will find generous reward in a study of the *Index* to Volume I of THE REVIEW. Hugh Lofting, Padraic Colum, and Hendrick Willem Van Loon stand invitingly among the contributors—Lofting in all earnestness discussing World Friendship

and Children's Literature; Colum, revealingly, in an analysis of his motives as a writer of children's books; and Van Loon in his whimsical way giving a word of advice to the children themselves. Frederic Melcher, donor of the John Newberry Medal, is in the group, and tells what is

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The attached blank may be filled out and returned

C. C. CERTAIN, Editor,
The Elementary English Review,
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Dear Sir:—Please send THE ELEMENTARY ENGLISH REVIEW to the following address for one year of ten issues.
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being done to encourage writers of children's literature. There are appreciations and criticisms of writers who have recently been awarded this medal—Charles Boardman Hawes and Hugh Lofting.

That ever difficult problem, how to teach literature without making it less fun for the children, is dealt with most competently by Sterling Andrus Leonard of the University of Wisconsin, Rollo L. Lyman of Chicago University, and Orton Lowe of the Pennsylvania State Department of Public Instruction. The point of view of the mother familiar with school problems is given in a big-hearted way by Mrs. Clarissa Murdoch and Mrs. John A. Wilson. Miss Wilma Leslie Garnett of the University of Iowa presents a thought provoking study on Children's Choices in Prose, raising many questions concerning the selection of literature for grade school classes. Papers on school libraries filled with practical suggestions have their place.

No parts of Volume I are more important than those containing the papers upon Classroom Observations and Practical Exercises for Classroom Use. In these papers teachers and supervisors have contributed liberally from their fund of experience. Their discussions are really keynote.

This emphasis upon matters of greatest practical concern is to be found also in articles upon composition, grammar, spell-

ing, phonics, silent reading, and upon stage craft. G. T. Buswell of the School of Education, Chicago University; Miss Mary L. Dougherty of Johns Hopkins University, C. R. Rounds of the Public Schools in Elizabeth, N. J., Miss Elvira Cabell of the Chicago Normal School, W. F. Tidymann of the Virginia State Normal, Miss Frances Jenkins of Cincinnati University, and Miss Nila Smith and Mr. George Styles of the Detroit Public Schools have all stressed practical school problems. Their papers give the results of actual teaching experience in the light of modern educational psychology and philosophy.

Of no less importance are the papers containing scales and standard tests and suggestions concerning the use of these. Dr. J. M. Wilson of the University of Boston, and Miss Clara Beverley of the Detroit Public Schools have made valuable contributions in this connection.

It is quite evident that THE REVIEW offers the teacher of elementary school English clearing house information concerning new books and periodical literature. Book lists, book reviews, and abstracts of magazine articles are a prominent feature of the volume.

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